



UNSW  
AUSTRALIA

Arts & Social  
Sciences

School of Humanities and Languages

# ARTS1270 Global History

## The World in the Making

### Semester I, 2014

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<http://www.australianhistory.org/images/worldmap1500.JPG>

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1. Course Staff and Contact Details			
<b>Course Convenors</b>			
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2. Course Details	
Units of Credit (UoC)	6
Course Description	<p><b>ARTS1270 Global History: The World in the Making</b> serves as the gateway course for the discipline of history at UNSW. This course makes humanity, rather than an individual state or nation, the subject of history, tracing the key themes of world history from the Palaeolithic to the dawn of the modern era. This course explores the ecological, economic, social, cultural, and political factors that have shaped human societies across the centuries. Topics include subsistence strategies (foraging, agricultural and pastoral), the origins of states, the nature of empires, the rise of world religions (e.g., Buddhism, Christianity, Islam), the early modern expansion of Europe, the emergence of capitalism, the rise of the nation-state, political and scientific revolutions, the beginnings of Western global domination, and the definition of modernity. The course provides a narrative, using key themes to build a coherent picture of the human community as it has evolved through time. As a gateway to the history major, it also provides the basis (in terms of both concepts and skills) for further studies in the history curriculum. Students will practice the interpretation of primary and secondary sources and the composition of historical arguments, and engage with key historical concepts and theories in the process. Class time consists of two hours of lecture and one hour of tutorial; six units of credit are awarded for successful completion of this course.</p>
Course Aims	<ol style="list-style-type: none"> <li>1. Develop an understanding of the <i>discipline of history</i></li> <li>2. Improve students' grasp of generic and widely applicable <i>historical themes and concepts</i></li> <li>3. Introduce historiographical approaches and controversies</li> </ol> <p>Develop analytical skills important to the study of history, especially the critical assessment of primary and secondary sources</p>

	4.	Understand, critically assess, and deploy primary and secondary sources, informed by sound historical methodology, to create historical arguments
	5.	Construct and communicate sophisticated historical arguments orally and in writing.
	6.	Approach further study of history with facility and confidence
Student Learning Outcomes	1.	Understand what history is and what historians do
	2.	Understand a range of basic historical themes and concepts such as: subsistence strategies, social organisation and complexity, the nature and origin of the state, empire, cross-cultural and transnational interaction, culture and religion as forces in history, and the relationship between environment and society
	3.	Understand a range of historiographical issues and controversies, including: history vs. prehistory, humanity as a subject of history, connectivity as the engine of historical change, environmental determinism, Eurocentrism and cultural chauvinism, "civilisation" vs. "barbarism", imperialism and history, and the definition of "modernity"
	4.	Understand, critically assess, and deploy primary and secondary sources, informed by sound historical methodology, to create historical arguments
	5.	Construct and communicate sophisticated historical arguments orally and in writing.
	6.	Approach further study of history with facility and confidence
Graduate Attributes	1.	Understand how historical enquiry assesses change and continuity over time, explores causation, and relates discrete events to the widely varying contexts of the past
	2.	Apply historical perspectives to current issues and debates, drawing upon history's distinctive capacity for exploring the nature of change over time
	3.	Appreciate the way in which the past is constructed, interpreted, and understood
	4.	Synthesise disparate information and provide a coherent interpretation.
	5.	Apply critical thinking skills, particularly the ability to analyse arguments and information critically, assessing bias, point of view, context, and supporting evidence.
	6.	Express oneself clearly and cogently in written or oral form

### 3. Learning and Teaching Rationale

History seeks to recover and interpret the past. An active endeavour, history involves the critical analysis of primary sources in light of earlier analyses in secondary sources. Although a certain amount of background knowledge is necessary for informed assessment and use of sources, history is not the passive memorization of names, dates, and events. ARTS1270 promotes active engagement with the past by focusing on the interpretation of primary and secondary sources. Elements of this course – readings, lectures, tutorial discussions, tests, writing assignments – have been designed and integrated to facilitate the acquisition of background knowledge (including historical themes and historiographical issues) and the development of analytical skills, such as critical assessment of sources, appreciation of sound historical methodology, and creative engagement with historical problems. Such skills are best developed when students actively produce historical arguments through discussion and especially writing. Indeed, writing historical arguments is the core learning activity in this course, as expressed through a series of integrated short writing assignments (supported by tutorial activities and a final essay test).

The study of history is interesting, entertaining, and intrinsically rewarding for what it reveals of the human condition. Moreover, the abilities acquired through active engagement with past – the origin and context of current issues, problems, and debates, the continual, critical assessment of what one reads, and the ability to present elegant and lucid arguments – will serve students well across disciplines and beyond university.

### 4. Teaching Strategies

The various components of the course—readings, lectures, tutorials, and assignments—have been designed to achieve the Learning Outcomes listed above. **Lectures** introduce historical themes and concepts, raise historiographical controversies, and model the interpretation of sources in the production of historical arguments. **Textbook readings** provide a context for and model of historical interpretation on the largest scale, while **supplemental course readings** provide the raw material – primary and secondary sources – for tutorial activities and student writing. **Tutorials** allow students to practice specific aspects of the interpretation of sources in a setting where they can receive immediate feedback; tutorials also give students an opportunity to produce historical arguments orally. **Tutorial writing assignments** utilise readings and lectures, prepare students for tutorial discussions, and build skills relevant to the historical essays. **Historical essays** offer students the opportunity to interpret sources, explore historical and historiographical themes and to produce convincing written arguments. The first essay allows students to practice discrete aspects of historical interpretation, while the second essay requires students to produce a sophisticated and convincing argument based upon a related group of sources.

#### Information Technology

This course employs appropriate information technologies to achieve the Learning Outcomes listed above. **Moodle** is used as a means of communicating with students (and for students to communicate with one another), a repository for course materials (including lecture notes and supplementary readings), and a place to submit assignments electronically. Digital lecture recordings will be available via the link in Moodle to Echo360. Other online activities may also be deployed by the course conveners at their discretion.

**NB:** It is critical that you check **Moodle and your UNSW email account** on a regular basis (at least once every 48 hours). Failure to do so is not an excuse for late or defective assignments.

5. Course Assessment					
Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
<b>Tutorial Writing</b> (including related Tutorial activities)	7 x 250 words each	35%	1-6	1-6	Weekly 5pm the day before Tutorial (seven required)
<b>Historical Essay 1</b>	1000 words	20%	1-6	1, 3-6	Week 07
<b>Historical Essay 2</b>	1500 words	30%	1-6	1-6	Week 13
<b>Final Test</b>	50 mins	15%	2, 3, 5, 6	1-6	Week 13

**Please Note:** In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course.

### Historical Essays

Over the course of the semester, students will complete two historical essays totalling approximately 2,500 words (1,000 for the first; 1,500 for the second). These essays will develop skills introduced in the tutorial writing assignments, and are also closely integrated with readings, lectures, and tutorials. Essay topics and instructions will be distributed on Moodle early in the semester. Essays are due in digital and hard copy by 4:00pm on the Monday of Week 7 and Monday of Week 13 respectively. **Detailed essay assignments will be distributed through Moodle early in the semester.**

Historical essays must be fully referenced. We use the Chicago Manual of Style system of footnote referencing in this course. Some examples of this style can be found in the *Little Red Booklet*. There are several copies of the Chicago Manual of Style in the library, and extracts are available online.

**Both historical essays must be completed to receive a passing grade for the course.**

### Final Test

A cumulative final test lasting 50 minutes will be administered in final tutorials during Week 13. This test will consist of short answer questions based on course readings **and especially lectures.**

**The final test must be completed to receive a passing grade for the course.**

## Rationale for assessment

Specific grading criteria will be published on Moodle in advance of each writing task. In general, writing will be rewarded for:

1. Demonstrating original production of historical interpretation and analysis, not simply recapitulation of narrative or description. See your "Little Red Booklet" for Faculty expectations.
2. Demonstrating command of historical context, particularly relevant themes or phenomena explored in readings and lecture.
3. Assessing and applying appropriate historiographical approaches and theories.
4. Demonstrating that sources have been critically assessed.
5. Displaying clear, convincing, and sophisticated historical argument.
6. Demonstrating acquisition of the skills and understanding needed for further historical study.
7. Clear and concise expression combined with error-free presentation.
8. Referencing effectively and in the stipulated style.

## Grades

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All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see

<https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html>

## Submission of Assessment Tasks

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Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. The Coversheet can be downloaded from

<https://hal.arts.unsw.edu.au/students/courses/course-outlines/>. It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

## Late Submission of Assignments

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Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

## 6. Attendance/Class Clash

### Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.

**Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.**

### Class Clash

A student who is approved a permissible clash must fulfil the following requirements:

- a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
- b. If a student does attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.
- c. **Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.**
- d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

## 7. Academic Honesty and Plagiarism

Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: <http://www.lc.unsw.edu.au/plagiarism/>. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here:

<http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

## 8. Course Schedule

To view course timetable, please visit: <http://www.timetable.unsw.edu.au/>

Week Commencing:	Topic	Lecture Content	Tutorial/Lab Content	Readings
3 March	Foraging 250,000 – 9,000 BCE	1. Introduction Paleolithic (Dr Ross) 2. Daily Life in the Palaeolithic (Dr Shawn Ross)	No Tutorial	
10 March	Neolithic 9000-3000 BCE	1. Birth of Agriculture (Dr Ross) 2. Catal Huyuk (Dr Nathan)	The original Affluent Society	<i>Human Web</i> , 1-25; Marshall Sahlins, "The Original Affluent Society", 1-39.
17 March	States and social complexity 3000-500 BCE	1. Complex Societies (Dr Ross) 2. Sumer (Dr Nathan)	The original Affluent Society	<i>Human Web</i> , 25-45; David Kaplan, "The Darker Side of the 'Original Affluent Society'", 301-324.
24 March	Empires 500 BCE-500 CE (AD 500)	1. Empire (Dr Ross) 2. Rome and Cultural Imperialism (Dr Nathan)	Making states: tyranny	Sealey, "Institutions", 19-25; Nagle and Burstein, <i>Readings in Greek History</i> , 7-10; Murray, "Tyranny", 137-158; Crawford and Whitefield, <i>Archaic and Classical Greece</i> , 66- 86.
31 March	The Middle Ages 500-1492	1. From Justinian to Columbus (Dr Ross) 2. The Crusades (Dr Nathan)	Making states: democracy	Sealey, "Institutions" 70-80, 92-97, 150-159; Crawford and Whitefield, <i>Archaic and Classical.</i> , 100-12, 123- 5, 136-140, 148-9, 155- 65.
7 April	Origins of Capitalism 1300-1600	1. Age of Asia (A/Professor Doumanis) 2. Fatal Impact (Dr Nathan)	Making states: sovereignty and constitutions	<i>Human Web</i> , 68-75
14 April	Rise of the West 1500-1750	1. Early Modern Europe (A/Professor Doumanis) 2. Scientific Revolution	Fatal Impact: Cortez in Mexico	Sahagún, <i>Florentine Codex: Book 12 – The Conquest of Mexico</i> , 43-45, 65; Cortés,



		(Professor John Gascoigne)		<i>Letters from Mexico</i> , pp. 83-87; Clendinnen, "Fierce and Unnatural Cruelty," 12-23.
28 April	Revolutions, 1750-1820	1. Age of Revolution (A/Prof Doumanis) 2. The American Revolution (guest speaker Dr Lisa Ford)	What is a global network?	<i>The Human Web</i> , 155-86; Christian, <i>Maps of Time</i> , 380-405
5 May	Triumph of the West 1750-1900	1. Industry and Colonialism (A/Prof. Doumanis) 2. Nineteenth Century China (guest: Professor Louise Edwards)	Declaration of Independence	<i>Human Web</i> , 213-229; Armitage, "The Declaration of Independence in World Context," 61-66. 186-196; Bayly, "Converging Revolutions," 92-100.
12 May	Modernity I 1750-1900	1. Nations and States (A/Prof. Doumanis) 2. Modern Metropolis (guest speaker: Dr Katrina Gulliver)	Industry and global power	<i>The Human Web</i> , 230-58; Marks, <i>Origins of the Modern World</i> , 95-119
19 May	Modernity II 1750-1900	1. Modern Society (A/Prof. Doumanis) 2. Marx (guest speaker: Gunter Minnerup)	Inventing nationalism	Hobsbawm, <i>Age of Empire</i> , 142-64; White, <i>Inventing Australia</i> , 63-84;
26 May	Overview	1. World in 1900 (A/Prof. Doumanis) 2. Retrospective (A/Prof. Doumanis, Dr Nathan, Dr Ross)		<i>The Human Web</i> , 319-27
2 June	N/A	No lecture	Exam	

*During the first five weeks of the course you will focus on reading strategies and interpretation of important **primary and secondary sources**. Readings include works by some of the most well-known historians and anthropologists of the ancient world. Using your Little Red Booklet as a guide, we will ask you practice some core reading skills – focusing particularly on strategic skimming, isolating important arguments, and examining assumptions and interpretive frameworks. You will find over the course of these readings that those who study the past often disagree with one another, sometimes profoundly.*

### Week 02 Hunter-gatherers as “The Original Affluent Society”

**Readings:** McNeill & McNeill, *The Human Web*, 1-25; Marshall Sahlins, “The Original Affluent Society”, in *Stone Age Economics* (London: Tavistock, 1974), 1-39.

**Writing assignment.** Using the template provided (via Moodle), summarise the thesis, principal arguments, and evidence of Marshall Sahlins’s “The Original Affluent Society” and explain the novelty or importance of that thesis (how the thesis challenges prior interpretations or how it adds to our understanding of an important subject). Submit your completed template via Moodle by 5pm the day before your tutorial.

**In-class activities.** For the half of tutorial, we will consider what makes a discussion successful and mutually set some guidelines and expectations for tutorial.

For the remainder of class we will discuss Sahlins. Be prepared to explain:

- What is Sahlins’s thesis? What are his main arguments?
  - What evidence does he deploy to support these arguments? Why might it be controversial?
  - Were hunter gatherers affluent? Why have many assumed foragers were not affluent?
  - How **do** we define affluence? How **should** we define affluence?
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### Week 03 Discourse and disagreement: critiquing “The Original Affluent Society”

**Readings.** McNeill & McNeill, *The Human Web*, 25-45; David Kaplan, “The Darker Side of the ‘Original Affluent Society’”, *Journal of Anthropological Research* 56.3 (2000): 301-324.

**Writing assignment.** Using the template provided (via Moodle), summarise the thesis, principal arguments, and evidence of David Kaplan’s “The Darker Side of the ‘Original Affluent Society’” and explain what strategies he uses in his argument against Sahlins. Submit your completed template via Moodle by 5pm the day before your tutorial.

**In-class activities.** For the first half of class, we will discuss Kaplan, before conducting a debate over the “affluence” of Palaeolithic hunter-gatherers.

- What is Kaplan’s thesis?
- What are Kaplan’s main arguments?
- How do they differ from Sahlins?
- What evidence does he deploy to support these arguments?
- How does it differ from Sahlins?
- Why might Kaplan’s arguments be controversial?
- Who was more affluent, Palaeolithic hunter-gatherers or Neolithic agriculturalists?
- Why, at least since Sahlins, have many assumed that agricultural villagers were not affluent?
- How **do** we define affluence?
- How **should** we define affluence?

## Week 04      What is a state? Early Greek experiments

**Readings.** Raphael Sealey, “Institutions” in *A History of the Greek City States 700-338 BC* (Berkeley: University of California Press 1976), 19-25; Brendan Nagle and Stanley Burstein, *Readings in Greek History* (Oxford: Oxford University Press, 2007), 7-10; Oswyn Murray, “Tyranny” in *Early Greece* (Cambridge, MA: Harvard University Press, 1993; 2<sup>nd</sup> edition), 137-158; Michael Crawford and David Whitefield, *Archaic and Classical Greece. A Selection of Ancient Sources in Translation* (Cambridge: Cambridge University Press 1983), 66-86.

**Writing assignment.** Using the template provided (via Moodle), consider Murray’s discussion of tyranny. How does he define the concept? How is tyranny a product of broader changes going on Greek society? Submit your completed template via Moodle by 5 pm the day before your tutorial.

**In-class activities.** Class will be divided into two halves. The first will be a general discussion of the nature of the state in the archaic Greek world (c.800-500 BCE) and the second half will be a debate about on the advantages and disadvantages of tyranny.

## Week 05      What is a constitution? Athens and Sparta

**Readings:** Raphael Sealey, *A History of the Greek City States 700-338 BC* (Berkeley: University of California Press 1976), 70-80, 92-97, 150-159; Michael Crawford and David Whitefield, *Archaic and Classical Greece. A Selection of Ancient Sources in Translation* (Cambridge: Cambridge University Press 1983), 100-12, 123-5, 136-140, 148-9, 155-65.

**Writing assignment.** What is a constitution? How does it relate to the issue of sovereignty? Using the template provided (via Moodle), consider the Spartan and Athenian constitutions. How did these respective states negotiate the problems associated with various forms of political rule? Submit your completed template via Moodle by 5 pm the day before your tutorial.

**In-class activities.** Class will be divided into two halves. For the first half will be a general discussion on the general nature of the Spartan and Athenian states and their constitutions. The second half will be a debate: which was a better system: the Spartan or Athenian state?

*Reading and interpreting **primary sources** is a subtle, fraught and eclectic art – and the principal task of the historian. During this course, you will examine a range of primary sources including maps, buildings, letters and stories. Each type of source has its own interpretive approaches. Whatever your primary source and whatever your question, the most important thing to understand about any primary source is its **context**. Few primary sources were created to tell a “true story” or narrate simple facts. They were written by people in a historical moment who had interests to protect and points of view to promote. They almost certainly viewed the world very differently than we do today. To evaluate primary sources, then, you must ask the following questions*

*More questions and details are provided in your “Little Red Booklet”. As you read primary sources you should, for example, consider:*

***-When was your document or artefact created? Is it an eye-witness account of an event; a memoir written later?***

**-Who created it?** Was it written by a Spanish Conquistador? An Aztec? A civilian? A priest? If it is a picture, who drew it?

**-Why was the document or artefact created?** If it is a document, why does it tell the story or “narrate” events as it does? Has it been translated? Edited? To what end?

**-Who was it written for?** Is the audience local? Is it intended for someone far away? Is it a report to a superior? How do you think the text was received by this audience? How might the text be received by those for whom it was NOT intended?

**-What does it leave out?** Are there things that the author takes for granted and thus omits? Are there that the author internationally ignores? If so, to what end?

**-What does the author see and appreciate?** Does he or she have blind spots?

**-What do other primary sources say?** Do other sources written by different people from different perspectives differ in their presentation of the subject or event?

## Week 06      The invention of politics

**Readings.** McNeill and McNeill, *The Human Web*, 68-75

**Writing assignment.** Your essay is due – concentrate on completing it.

**In class activities:** Essay workshop and discussion. Even if it isn’t entirely finished, please be ready to provide a synopsis of your essay in the tutorial, especially concerning arguments and evidence. What difficulties have you encountered writing this essay? How have you overcome them? Do you think your essay is effective and convincing?

## Week 07      New World encounters

**Readings:** Bernard Sahagún, *Florentine Codex: Book 12 – The Conquest of Mexico*, trans. Arthur J.O. Anderson and Charles E. Dibble (Santa Fe, NM: The School of American Research, 1975), 43-45, 65; Hernán Cortés, *Letters from Mexico*, ed. and trans. Anthony Pagden (New Haven: Yale University Press, 1986), 83-87; Inga Clendinnen, “Fierce and Unnatural Cruelty,” in *New World Encounters*, ed. S. Greenblatt (Berkeley, CA: University of California Press, 1993), 12-23.

**Writing assignment.** Using the template provided (via Moodle), evaluate Clendinnen’s assessment of primary source material. A preview follows. As usual, submit your completed template via Moodle by 5pm the day before your tutorial.

Secondary Argument	Primary Source Evidence	Critical Comment
Locate an important argument made by Clendinnen about one or both of the primary sources in your reading materials.	Identify which part of the primary source accounts at your disposal might be used to support or contradict the argument in column 1.	Has the historian used evidence well? What other historical conclusions might we draw from the evidence?

**In-class activities.** Your task today is to debate the meaning of the encounter between Cortés and Moctezoma. You will be divided into groups – 1/3rd representing indigenous

peoples, 1/3 representing Cortés and 1/3 representing the interrogators & jury. Your job is to explain the real meaning of your account of events, to defend it against attack, to ask hard questions of others, and to balance divergent accounts. Remember that the fate of Mexico rests in the balance! Did Moctezoma really surrender Mexico to the Spanish?

1. Debrief with your group, prepare your case for your source and against the others.
2. Cortés takes the stage. You have to respond to accusations of bias and inaccuracy posed by the rest of the class.
3. Aztecs then take the stage – remember that your source might have been compromised by the Spanish also to bolster their claims to your land and your allegiance.

*The final four weeks of the course combines the skills you have acquired so far, requiring you to come to terms with how historians construct arguments. Each week you will assess secondary sources and certain concepts that historians employ in order to make sense of historical change. Most of them pertain in some way to globalization and the growth of Western domination. We want you to use your tutorial readings as a springboard for further reading and research, culminating with your second historical essay.*

## Week 08      Early globalization

**Readings:** McNeill and McNeill, *The Human Web*, 155-86; Christian, *Maps of Time*, 380-405

**Writing assignment.** In 250 words, assess the thesis forwarded by McNeill and McNeill regarding the first era of globalization. What forms did globalization make? What difference did early globalization make? What is David Christian's thesis? What value do you attribute to information flows? Why did Europe benefit most from these changes?

**In-class activities.** Class will list the benefits and drawbacks of global interactions, noting the winners and losers. The class will then debate whether the globalization was a good or bad thing. The class should also discuss whether historians should be making such assessments at all.

## Week 9      The Age of Revolutions

**Readings:** McNeill & McNeill, *The Human Web*, pp. 213- 229; David Armitage, "The Declaration of Independence in World Context," *OAH Magazine of History* 18.3 (2004): 61-66; David Armitage, *The Declaration of Independence, A Global History*, (Cambridge, MA: Harvard University Press, 2008), pp. 186- 196; C.A. Bayly, "Converging Revolutions, 1780-1820," in *The Birth of the Modern World, 1780- 1914* (Malden, MA: Blackwell Publishing, 2007), pp. 86- 120, especially, pp. 92- 100.

**Writing assignment.** In less than 250 words, use at least three of this week's readings as evidence in a paragraph answering one of the questions posed below for class discussion. Your paragraph should have a topic sentence answering your chosen question, then draw on the readings to substantiate the claim made in your topic sentence. It should end with a concluding sentence, summing up the argument made. Save your paragraph as an MS Word document and upload it via Moodle by 5pm the day before your tutorial.

**In-class activities.** Workshop your paragraphs in groups and discuss the following questions:

1. What caused the Age of Revolutions?
  2. How did the Age of Revolutions change the world according to Armitage and Bayly?
  3. Do you agree that states' rights rather than individual rights were the most enduring legacy of the American Declaration of Independence?
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## Week 10      Industrial Revolution

**Readings:** McNeill and McNeill, *The Human Web*, 230-58; Robert B. Marks, *The Origins of the Modern World: Fate and Fortune in the Rise of the West*, 2<sup>nd</sup> edition (Lanham: Rowan and Littlefield, 2007), 95-119

**Writing assignment.** The second great change in history after the Neolithic was the Industrial Revolution. But why Europe? India and China had been the world's the greatest commercial centres for over a millennium. In 250 words, explain why the Industrial Revolution started in Britain and not, say, China. In what ways did Industrialization affect the wider world in the nineteenth century? How did it affect the lives of billions of people around the world? What were the ramifications for forced labour, such as slavery?.

**In-class activities.** Class will workshop in groups and decide whether the Industrial Revolution lifted or diminished the living standards of humanity. Students will also form groups and identify the principal reasons why Europeans benefited most from the revolution.

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## Week 9      Inventing Nationalism

**Readings:** Eric Hobsbawm, *Age of Empire, 1875-1914* (London: Weidenfeld and Nicolson, 1987), 142-64; Richard White, *Inventing Australia*, ch. 5, 63-84

**Writing assignment.** Did nationalism come before the nation, or were nations created first? In the period 1870-1914, nationalism began to spread to all classes. The question is why? If popular nationalism did not exist before 1870 except in isolated cases, then why did it begin to resonate after 1870? What had changed?

In 250 words, explain why becoming national became important to some people in the late nineteenth century. What are the main claims presented by Eric Hobsbawm? Why did many Australians believe it was important to develop a national identity? What kind of evidence does Richard White use to develop his case? What role did science play? What about gender?

**In-class activities.** Class will conduct an open debate on the kinds of conditions in which identity politics arise. Are national identities 'invented'? What do we mean by 'invention'?

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**Week 12      What's it all about?**

**Readings:** McNeill & McNeill, *The Human Web*, 230-267

**Writing assignment.** In no more than 250 words, give the gist of John McNeill's reflections on human history, as well as those provided by his father, William McNeill. Leave enough space to state which is more to your liking and why.

**In-class activities.** Class discussion.

**Week 13 Class Test**

**Readings:** No new reading.

Prepare for your test in your assigned tutorial period.

9. Course Resources	
<b>Textbook Details</b>	
McNeill, J. R., and W. H. McNeill. <i>The Human Web: A Bird's-Eye View of World History</i> . 1st ed. New York: W.W. Norton & Company, 2003.	
<b>Journals</b>	
Many journals relevant to the study of the human past are available from the UNSW library through SIRIUS. The list below should be considered representative rather than exhaustive. These journals have been selected for their breadth of coverage or explicitly comparative orientation; many other journals relevant to the study of world history exist, but focus on a specific region or era. Journals are a source of timely and reliable historical research often underutilised by students.	
<i>The American Historical Review</i>	<i>The Journal of Global History</i>
<i>Antiquity</i>	<i>The Journal of Interdisciplinary History</i>
<i>Archaeological Reports</i>	<i>The Journal of Social History</i>
<i>Comparative Studies in Society and History</i>	<i>The Journal of World History</i>
<i>History Today</i>	<i>Past and Present</i>
	<i>World Archaeology</i>
<b>Additional Readings</b>	
Morris, Ian, <i>Why the West Rules – For Now: The Patterns of History and What they Reveal about the Future</i> . London: Profile, 2010.	
Bayly, C. A. <i>The Birth of the Modern World, 1780-1914: Global Connections and Comparisons</i> . Oxford: Blackwell, 2004.	
Christian, D. <i>Maps of Time: An Introduction to Big History</i> , The California World History Library ; 2. Berkeley: University of California Press, 2004.	
Diamond, J. M. <i>Guns, Germs, and Steel: A Short History of Everybody for the Last 13,000 Years</i> . London: Vintage, 1998.	
Marks, R. <i>The Origins of the Modern World: A Global and Ecological Narrative from the</i>	

*Fifteenth to the Twenty-First Century*. 2nd ed, Lanham. MA: Rowman & Littlefield Publishers, 2007.

### Prehistory and early civilisations (to ca. 3000 BC)

Fagan, B. M. *People of the Earth: An Introduction to World Prehistory*. 10th ed. New Jersey: Upper Saddle River, 2001.

Mithen, S. J. *After the Ice: A Global Human History, 20,000-5000 B.C.* London: Weidenfeld & Nicolson, 2003.

Renfrew, C. *Prehistory: The Making of the Human Mind*. London: Weidenfeld & Nicolson, 2007.

Trigger, B. G. *Understanding Early Civilizations: A Comparative Study*. Cambridge: Cambridge University Press, 2003.

Wengrow, David, *What Makes a Civilization? The Ancient Near East and the Future of the West*. Oxford: Oxford University Press, 2010.

### Agrarian civilisation (to ca. AD 1750)

Bentley, J. H. *Old World Encounters: Cross-Cultural Contacts and Exchanges in Pre-Modern Times*. New York: Oxford University Press, 1993.

Brown, P. *The World of Late Antiquity, from Marcus Aurelius to Muhammad* London: Thames and Hudson, 1971.

Garnsey, P., and R. P. Saller. *The Roman Empire: Economy, Society, and Culture*. London: Duckworth, 1987.

Morley, Neville, *The Roman Empire; The Roots of Imperialism*. London: Pluto, 2010.

Rossabi, Morris, *A History of China*. Oxford. Wiley Blackwell, 2013

Stein, Burton, *A History of India*. Oxford. 2<sup>nd</sup> edition with David Arnold, Wiley Blackwell, 2010

### The modern world (from ca. AD 1400)

Allen, Robert C, *Global Economic History: A Very Short History*. Oxford: Oxford University Press, 2011.

Darwin, J. *After Tamerlane: The Global History of Empire*. London: Allen Lane, 2007.

Hobsbawm, E. J, *Age of Extremes: The Short Twentieth Century, 1914-1991*. London: Michael Joseph, 1994.

McNeill, J. R. *Something New under the Sun: An Environmental History of the Twentieth-Century World*. 1st ed. New York: Norton, 2000.

Osterhammel, J., and N. P. Petersson. *Globalization: A Short History*. Princeton, N.J.: Princeton University Press, 2005.

Pomeranz, K. *The Great Divergence: Europe, China, and the Making of the Modern World Economy*, Princeton N.J.: Princeton University Press, 2000.

Emily Rosenberg, *A World Connecting, 1870-1945*. Cambridge MA., Harvard University Press, 2012.

Wolf, E. R. *Europe and the People without History*. Berkeley: University of California Press, 1982.

### Historiography

Bentley, Jerry H., (ed), *The Oxford Handbook of World History*. Oxford. Oxford University Press, 2011.

Northrup, Douglas, (ed), *A Companion to World History*. Oxford. Wiley Blackwell, 2012

Rublack, Ulrika, *A Concise Companion to History*. Oxford. Oxford University Press, 2011

### Websites

Again, the following list should only be considered representative; many valuable websites dedicated to the study of world history exist. Unfortunately, these sites are likely outnumbered by others of dubious quality. For your assignments, you should not



use any websites that are inferior to the readings assigned for class. In practice, that means using only the websites on this list. If you encounter a useful website, please submit it to one of the course conveners so that it can be vetted and, if appropriate, added to the list.

Asian Studies WWW	<a href="http://vlib.org/AsianStudies.html">http://vlib.org/AsianStudies.html</a>
Byzantium: Byzantine studies on the internet	<a href="http://www.fordham.edu/halsall/byzantium/">http://www.fordham.edu/halsall/byzantium/</a>
Google Directory - World History	<a href="http://www.google.com/Top/Society/History/By_Topic/World_History">http://www.google.com/Top/Society/History/By_Topic/World_History</a>
International Institute for Asian Studies	<a href="http://www.ias.nl/">http://www.ias.nl/</a>
Internet History Sourcebooks Project	<a href="http://www.fordham.edu/Halsall/">http://www.fordham.edu/Halsall/</a>
World History Archives	<a href="http://www.hartford-hwp.com/archives/index.html">http://www.hartford-hwp.com/archives/index.html</a>
WWW-VL History Central Catalogue	<a href="http://vlib.iue.it/history/index.html">http://vlib.iue.it/history/index.html</a>

## 10. Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

## 11. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre's website at:  
<http://www.lc.unsw.edu.au>

## 12. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course conveners.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and languages. Further information about UNSW grievance procedures is available at:  
<https://my.unsw.edu.au/student/atoz/Complaints.html>

## 13. Other Information

myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:

<https://my.unsw.edu.au>

<https://my.unsw.edu.au/student/atoz/ABC.html>

## OHS

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UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see <http://www.ohs.unsw.edu.au/>

## Special Consideration

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In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at:

<https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

## Student Equity and Disabilities Unit

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Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: <http://www.studentequity.unsw.edu.au>

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made



<http://www.bing.com/images/search?q=world+map+1900&qvt=world+map+1900&FORM=IGRE#view=detail&id=D7D56F740D09D0FD82A16C8DAA2328A699C836BF&selectedIndex=7>